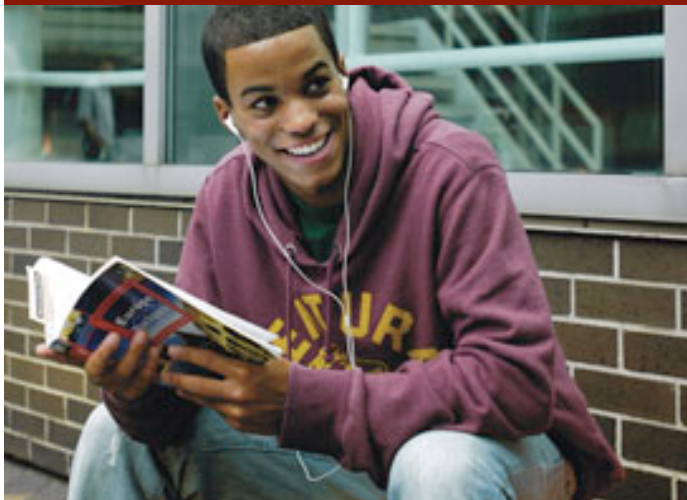


Bringing Assessment Results to the Faculty

POD Pre-Conference Workshop, Pittsburgh, PA

Indiana University
Center for Postsecondary
Research



Thomas F. Nelson Laird
Todd Chamberlain
Jillian Kinzie

October 25, 2007





Introductions

- Facilitators
- Participants
 - Name, position, institution
 - One reason you signed up for this session



Workshop Outline

- Assessing Student Engagement
- Questions to Answer with Assessment
- Faculty Involvement in Assessment
- Activity 1--Brainstorming Exercise
- Break
- Activity 2--Group Activity
- Discussion and Debriefing

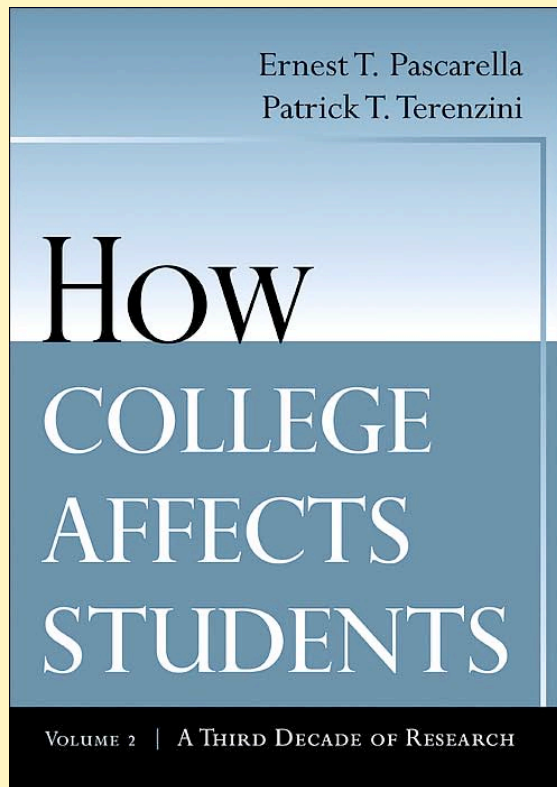


Purposes

- Familiarity with assessment tools
- Utilization of assessment findings
- Involve faculty in assessment
- Examine our roles in assisting faculty
- Critically examine a particular task



What Really Matters in College: Student Engagement



*Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage **student engagement**.*

Pascarella & Terenzini,
How College Affects Students, 2005, p. 602



Foundations of Student Engagement

- Time on task
(**Tyler, 1930s**)
- Quality of effort
(**Pace, 1960-70s**)
- Student involvement
(**Astin, 1984**)
- Social, academic integration
(**Tinto, 1993**)
- Good practices
(**Chickering & Gamson, 1987**)
- College Impact
(**Pascarella, 1985**)
- Student engagement
(**Kuh, 2001, 2003**)





Good Practices in Undergraduate Education

- ✓ **Student-faculty contact**
- ✓ **Active learning**
- ✓ **Prompt feedback**
- ✓ **Time on task**
- ✓ **High expectations**
- ✓ **Experiences with diversity**
- ✓ **Cooperation among students**



(Chickering & Gamson, 1987; Pascarella & Terenzini, 2005)



Student Engagement Triad

- What students **do** -- time and energy devoted to educationally purposeful activities
- What institutions **do** -- using effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy toward **activities that matter**



Assessment at CPR

- National Survey of Student Engagement (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- Beginning College Survey of Student Engagement (BCSSE)



***National Survey of
Student Engagement***
(pronounced "nessie")

***Community College
Survey of Student
Engagement***
(pronounced "cessie")



National Survey
of Student Engagement



**College student surveys that
assess the extent to which
students engage in educational
practices associated with high
levels of learning and
development**



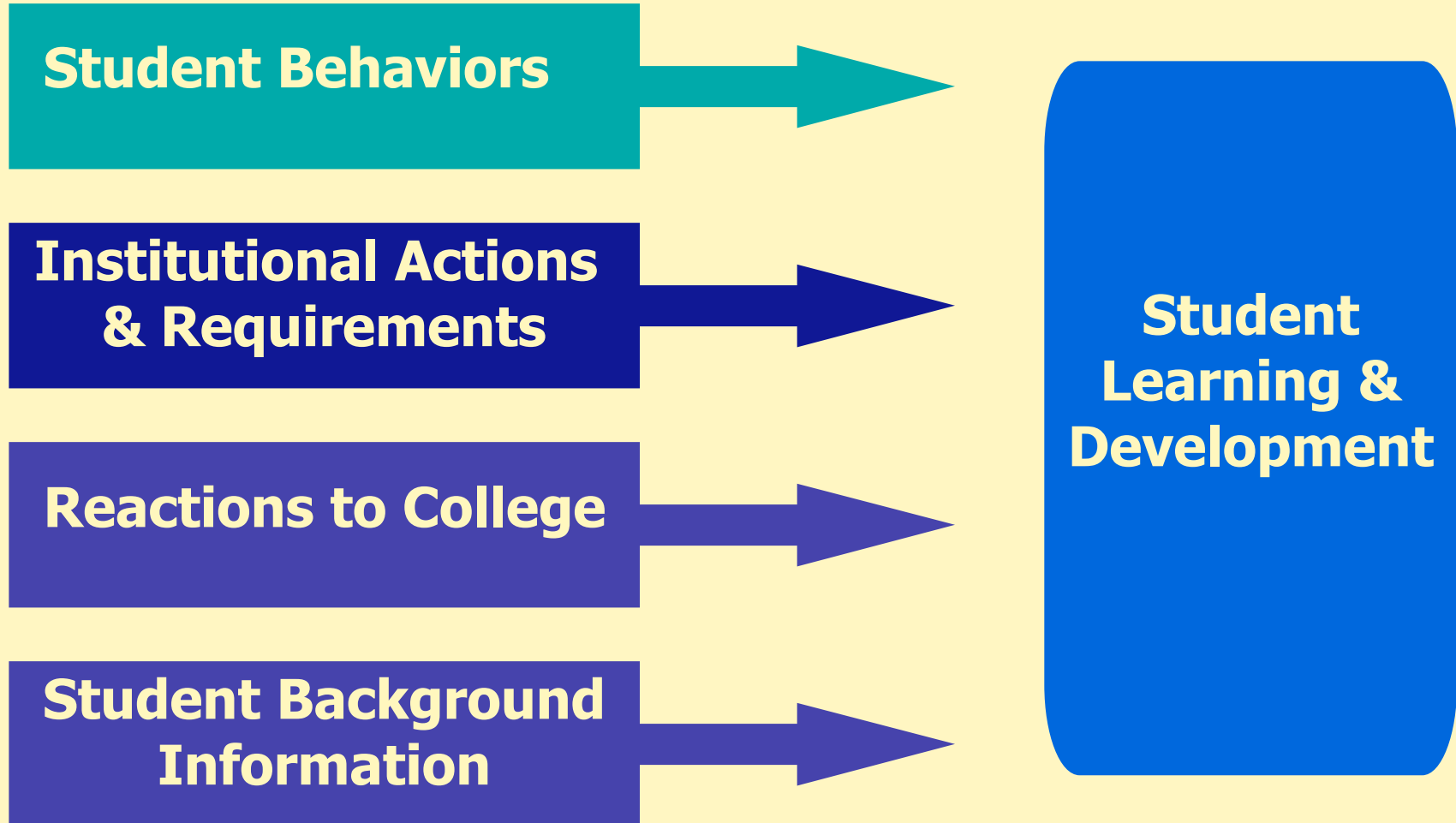
NSSE Survey Administration

- Third party administration
(IU Center for Survey Research)
- Students surveyed in the spring
- Random sample of first-year students and seniors
- Paper and web version
- In 2007, over one million students from 610 institutions were invited to participate, with an average institutional response rate of 36%



NSSE's Survey Instrument

The College Student Report





Five Indicators of Effective Educational Practice

**Supportive
Campus
Environment**

**Enriching
Educational
Experiences**

**Level of
Academic
Challenge**

**Student
Faculty
Interaction**

**Active &
Collaborative
Learning**



Assessment at CPR

- National Survey of Student Engagement (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- Beginning College Survey of Student Engagement (BCSSE)



Why FSSE?

- Include faculty in the discussion of effective educational practices
- To understand faculty expectations and perceptions as institutions seek to target areas of improvement
- Some previous homegrown faculty surveys that paralleled NSSE seem to work

The logo features a stylized blue arc with three dots inside, resembling a circular path or a network.

FSSE Survey

- Faculty perceptions of how often their students engage in different activities
- The importance faculty place on various areas of learning and development
- The nature and frequency of interactions faculty have with students
- How faculty members organize class time



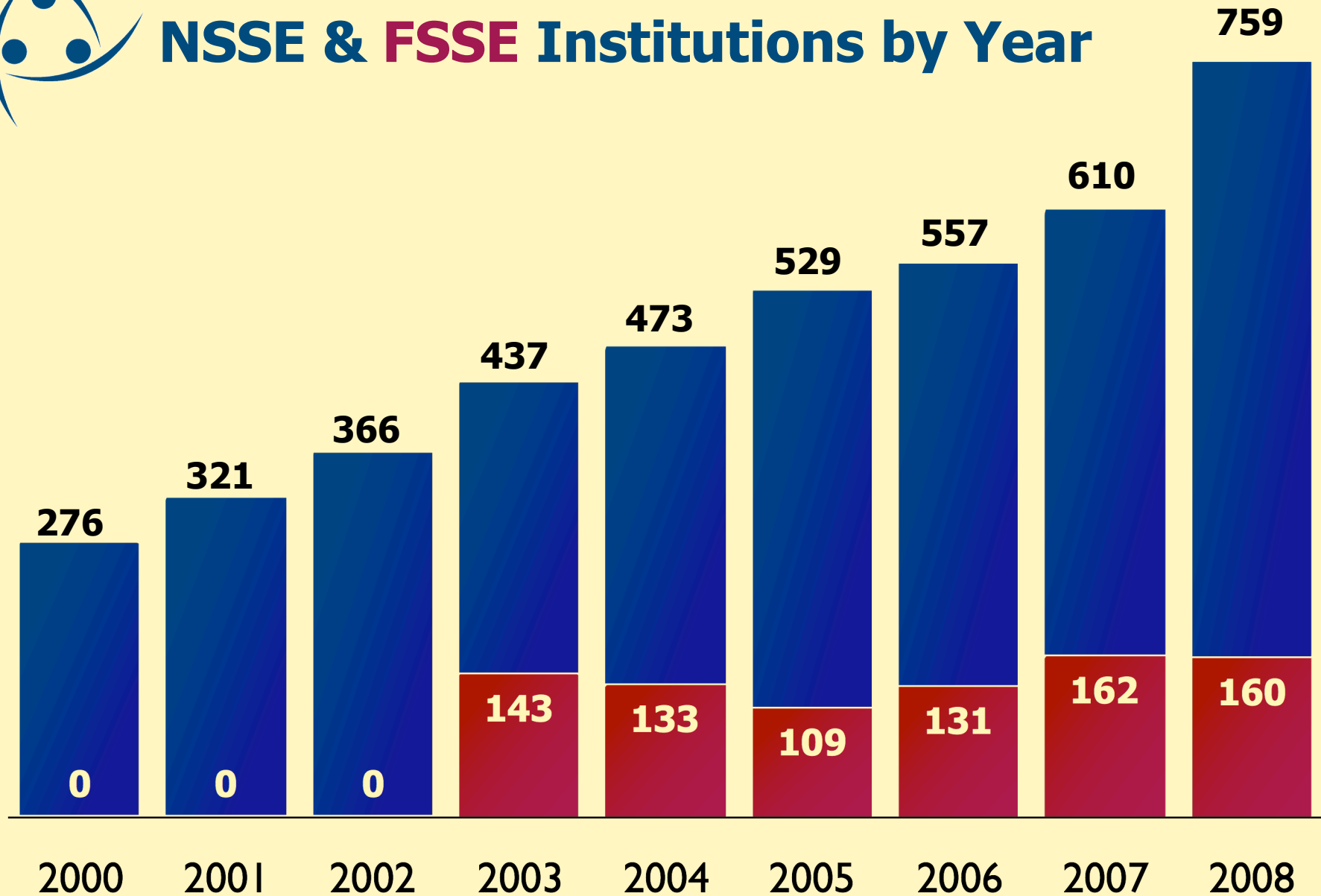


FSSE History

- The survey was successfully pilot-tested in 2003, and officially launched in 2004
- To date, almost 100,000 faculty members from more than 465 colleges and universities have responded to the survey
- Average institutional response rates over 50%



NSSE & FSSE Institutions by Year





FSSE Administration

- Third party administration--IU Center for Survey Research
- Faculty surveyed in the spring
- Institutions choose faculty to be surveyed
- Faculty responses are kept anonymous
- Administered online
- Survey options
 - Course-based questions
 - Typical student questions

Faculty Survey of Student Engagement 2006
Help | Contact Us

Demo version: responses will not be recorded.

During the *current* academic year, about how many times have you participated in teaching improvement activities of the following types?

	0	1	2	3	4	5 or more
Individual consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom observations with feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings with a small group of colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web-based instructional programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus-wide forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Continue](#)



Survey Option: Course-Based

- Each faculty member responds to questions about student engagement based on a course taught during the current academic year
- Option available since 2003 pilot



Course-Based: Key Question

- **Please respond to the following questions based on one particular undergraduate course section you are teaching or have taught this academic year**

Level of students in your selected course section

- Lower division (mostly first-year students and sophomores)
- Upper division (mostly juniors and seniors)
- Other (please describe)



Survey Option: Typical Student

- Each faculty member responds to questions about student engagement based on the typical first-year student or senior taught during the current academic year
- Option first available in 2007



Typical Student: Key Question

- **During the current academic year, have you had more first-year students or seniors in your classes?**
 - More first-year students than seniors
 - More seniors than first-year students
 - I have taught neither first-year students nor seniors this academic year



FSSE Reports for Institutions

- Respondent Characteristics
 - Reported in aggregate form
 - Most variables in table not returned in data set
- Frequency Distributions
 - Item-level frequencies
 - No comparisons to other faculty
- NSSE/FSSE Report
 - Student/faculty frequency comparisons for similarly worded items



FSSE Resources

- FSSE website www.fsse.iub.edu
 - Sample reports and copies of surveys
 - Selected results
 - Downloadable syntax
 - Example tables and displays
 - Grand frequencies by Carnegie classification
 - Recent FSSE research and presentations
- Special analyses (contact fsse@indiana.edu)





Assessment at CPR

- National Survey of Student Engagement (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- Beginning College Survey of Student Engagement (BCSSE)



Beginning College Survey of Student Engagement (BCSSE)

New!

- BCSSE (pronounced “bessie”)
 - Designed as a companion to NSSE
 - Pilots in 2004-2006; 127 BCSSE schools in 2007!
- Purpose:
 - Measure entering first-year students’ pre-college academic and co-curricular experiences.
 - Expectations and attitudes for participating in educationally purposeful activities during the first college year.





BCSSE Content

- High school academic and co-curricular engagement.
- High school academic preparation (e.g., AP courses).
- 5 scales
 - High School Academic Engagement
 - Expected First-Year Academic Engagement
 - Academic Persistence
 - Academic Preparation
 - Importance of Campus Environment



Questions to Answer with BCSSE

- Where are the gaps between our students HS experiences and college expectations and our hopes for their engagement in college?
- To what extent do high school experiences and engagement relate to expectations for the first-year of college?
- To what extent do student expectations for academic engagement and attitudes vary by gender, first-generation status, and high school achievement level?
- When combined with NSSE, BCSSE data can help identify expectation – college experience gap



Answering Questions with BCSSE Data

- To what extent do entering students think they are prepared for college level work?

Academic Preparation

Self-reports of academic preparedness may signal a student's likelihood of success. This scale measures the degree of confidence students have in their academic abilities. Items include how prepared students are to:

- Write clearly and effectively
- Speak clearly and effectively
- Think critically and analytically
- Analyze math or quantitative problems
- Use computing and information technology
- Work effectively with others
- Learn effectively on your own



BCSSE and Academic Preparation

% of entering students at Institution A that report lacking preparation...

- | | |
|--|-----|
| ➤ Analyze math or quantitative problems | 49% |
| ➤ Write clearly and effectively | 26% |
| ➤ Use computing and information technology | 24% |
| ➤ Speak clearly and effectively | 21% |
| ➤ Think critically and analytically | 18% |
| ➤ Learn effectively on your own | 15% |
| ➤ Work effectively with others | 8% |

Informing Campus Dialogue with Assessment Results

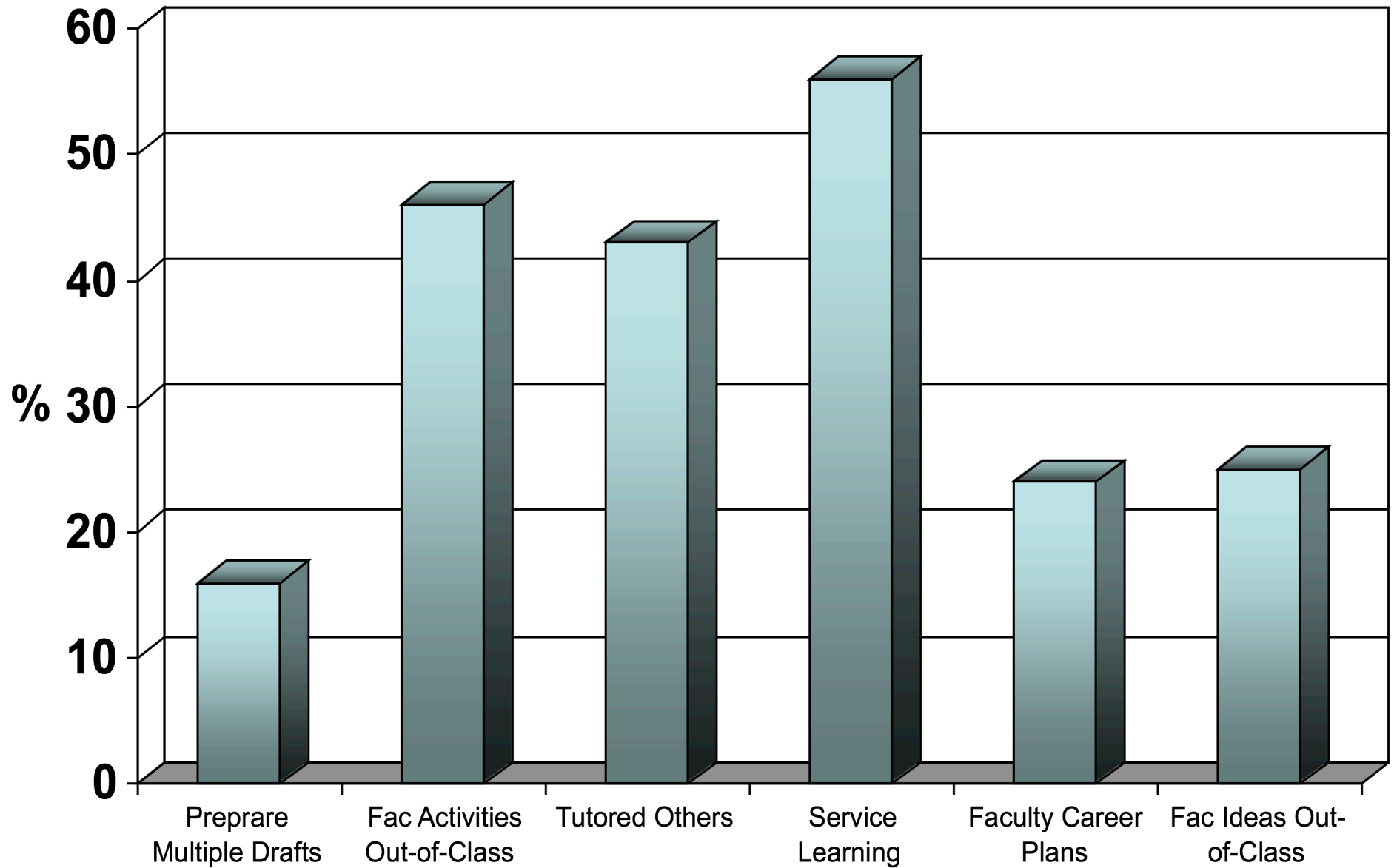


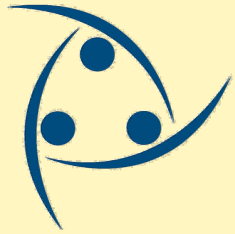
What Kind of Question?

- **“Thermometer” Questions**
How many students/faculty...?
- **“How Do We Compare” Questions**
Do we score above or below institutions like us?
- **“Comparing Groups” Questions**
Do X and Y do certain things differently?
- **“Relationship” Questions**
Are those who x more likely to y?
- **“Multiple Data Source” Questions**
What do faculty and students say about...?

Checking Your Campus's Temperature

Seniors Never





FSSE Quiz

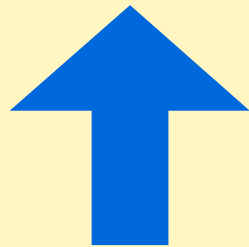
- What percentage of class time does the average faculty member spend lecturing?

23%

44%

55%

63%



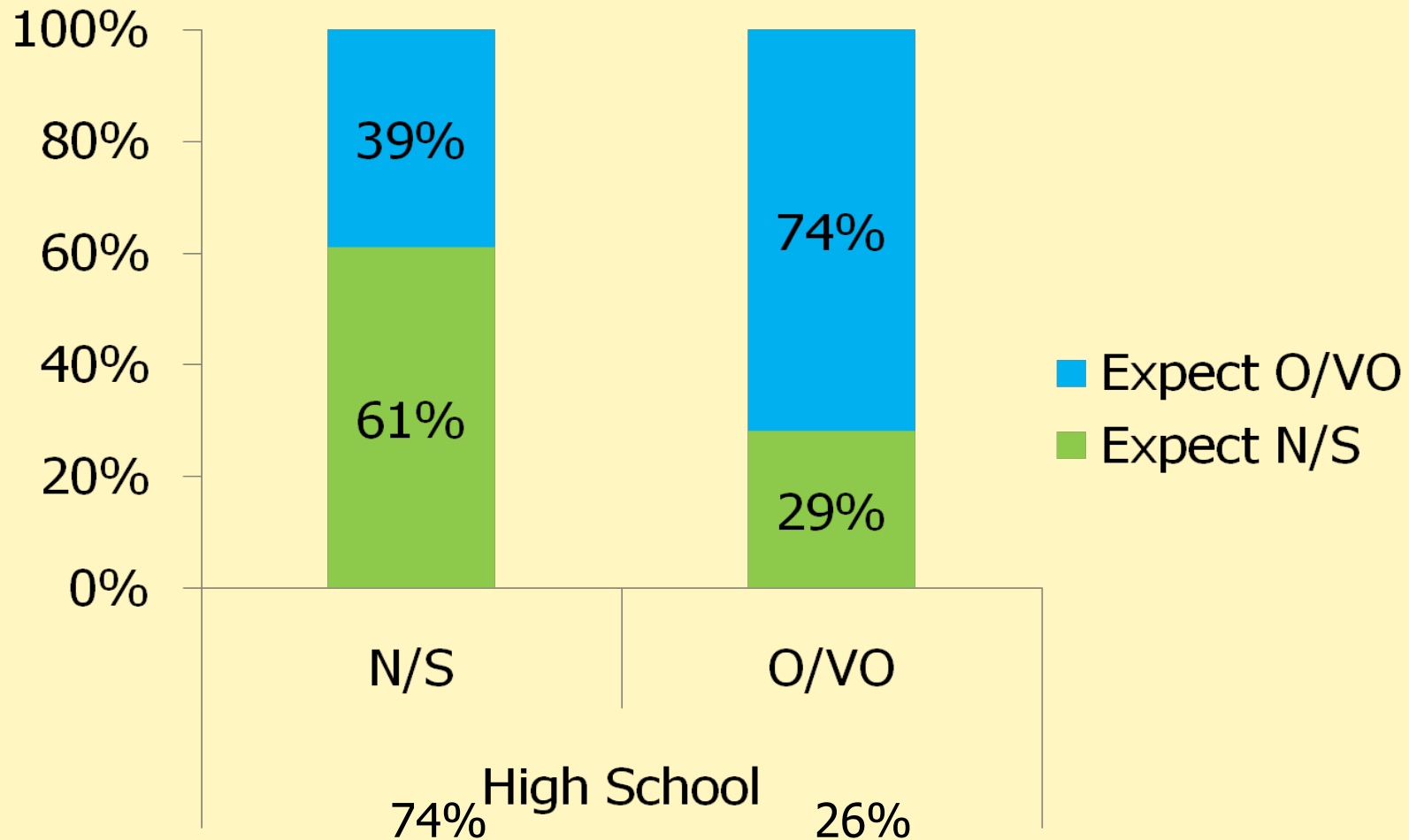


BCSSE-Faculty Interaction

- What percent of students in high school report that they frequently (often + very often) interact with faculty outside of class?
a). 15% **b). 26%** c). 35% d). 42%
- What is the relationship between student reports of the extent to which they interact with faculty outside of class in high school and their expectation for doing this in college?



BCSSE - Faculty Interaction



N/S = Never/Sometimes

O/VO = Often/Very Often

Are We Better or Worse?

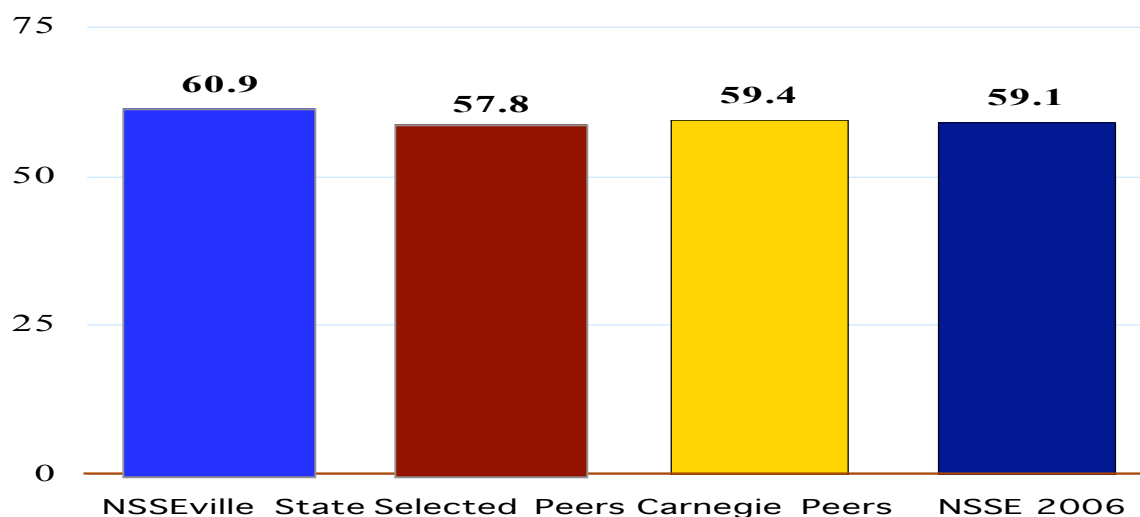


How Do We Compare?

Supportive Campus Environment (SCE)

Benchmark Comparisons

Class	NSSEville State compared with:								
	NSSEville State	Selected Peers			Carnegie Peers			NSSE 2006	
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
First-Year	60.9	57.8	**	.17	59.4			59.1	
Senior	59.7	55.8	**	.21	59.4			56.6	*





Comparing Against Other Institutions

- Unlike NSSE...

FSSE and BCSSE do not provide institution-versus-peer-group comparisons

- But....



Grand Frequencies

- Find FSSE and BCSSE results that can be used as reference points at www.fsse.iub.edu and www.bcsse.iub.edu

Faculty Survey of Student Engagement

FSSE 2006 Frequency Distributions Total Grand Frequencies

How important is it to you that undergraduates at your institution do the following?

a. Practicum, internship, field experience, co-op experience, or clinical assignment

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FINTERN	Not important	342	5%	357	4%	699	4%
	Somewhat important	1173	17%	1218	12%	2391	14%
	Important	2219	31%	2452	25%	4671	28%
	Very important	3329	47%	5812	59%	9141	54%
	Total	7063	100%	9839	100%	16902	100%

b. Community service or volunteer work

FVOLUNTR	Not important	810	11%	1043	11%	1853	11%
	Somewhat important	2342	33%	2999	31%	5341	32%
	Important	2454	35%	3539	36%	5993	36%
	Very important	1445	20%	2233	23%	3678	22%
	Total	7051	100%	9814	100%	16865	100%

c. Participation in a learning community or some other formal program where groups of students take two or more classes together

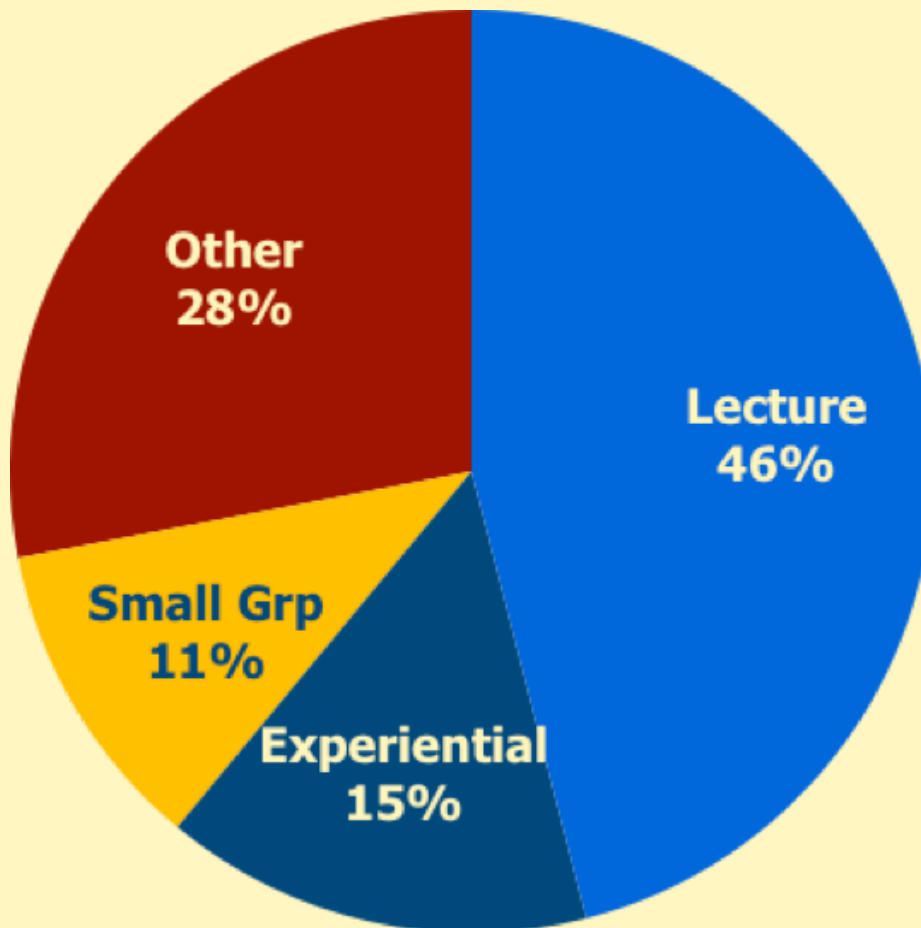
FLERNCOM	Not important	1426	20%	1801	18%	3227	19%
	Somewhat important	2383	34%	3240	33%	5623	33%
	Important	2158	31%	3017	31%	5175	31%
	Very important	1079	15%	1744	18%	2823	17%
	Total	7046	100%	9802	100%	16848	100%

**Who's from Mars and
Who's from Jupiter?**

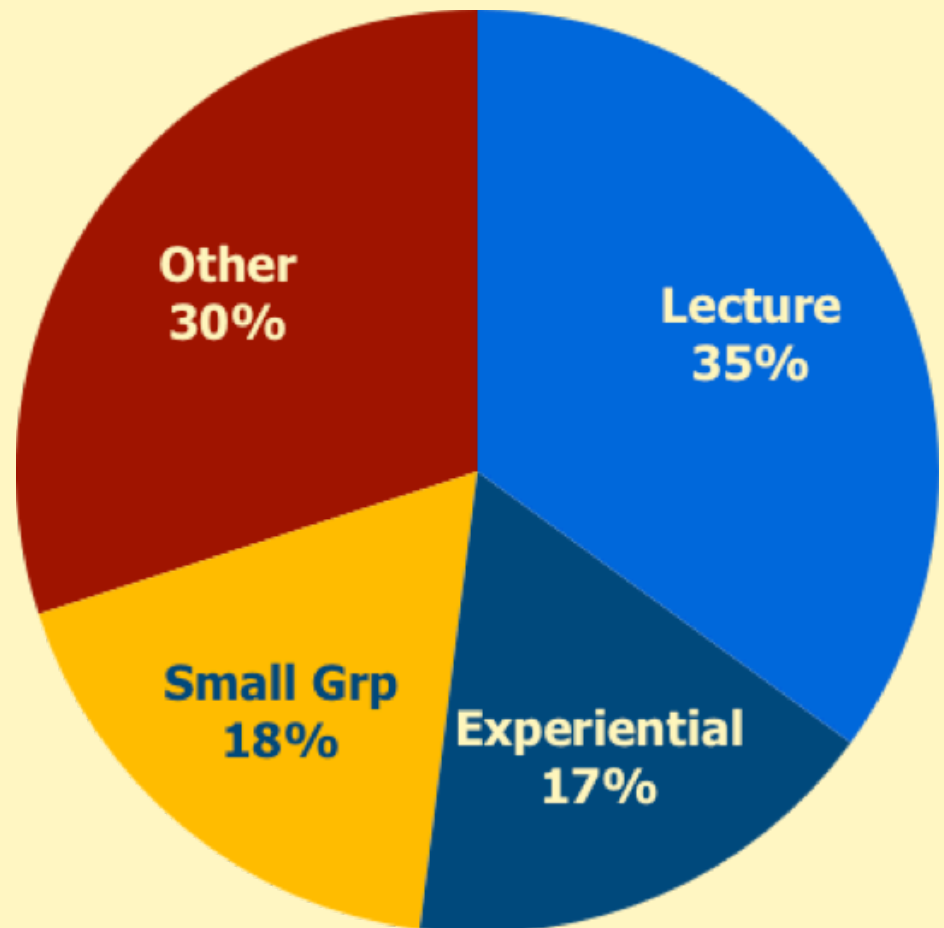


FSSE-Percentage of Class Time

Men



Women





Answering Questions with BCSSE Data

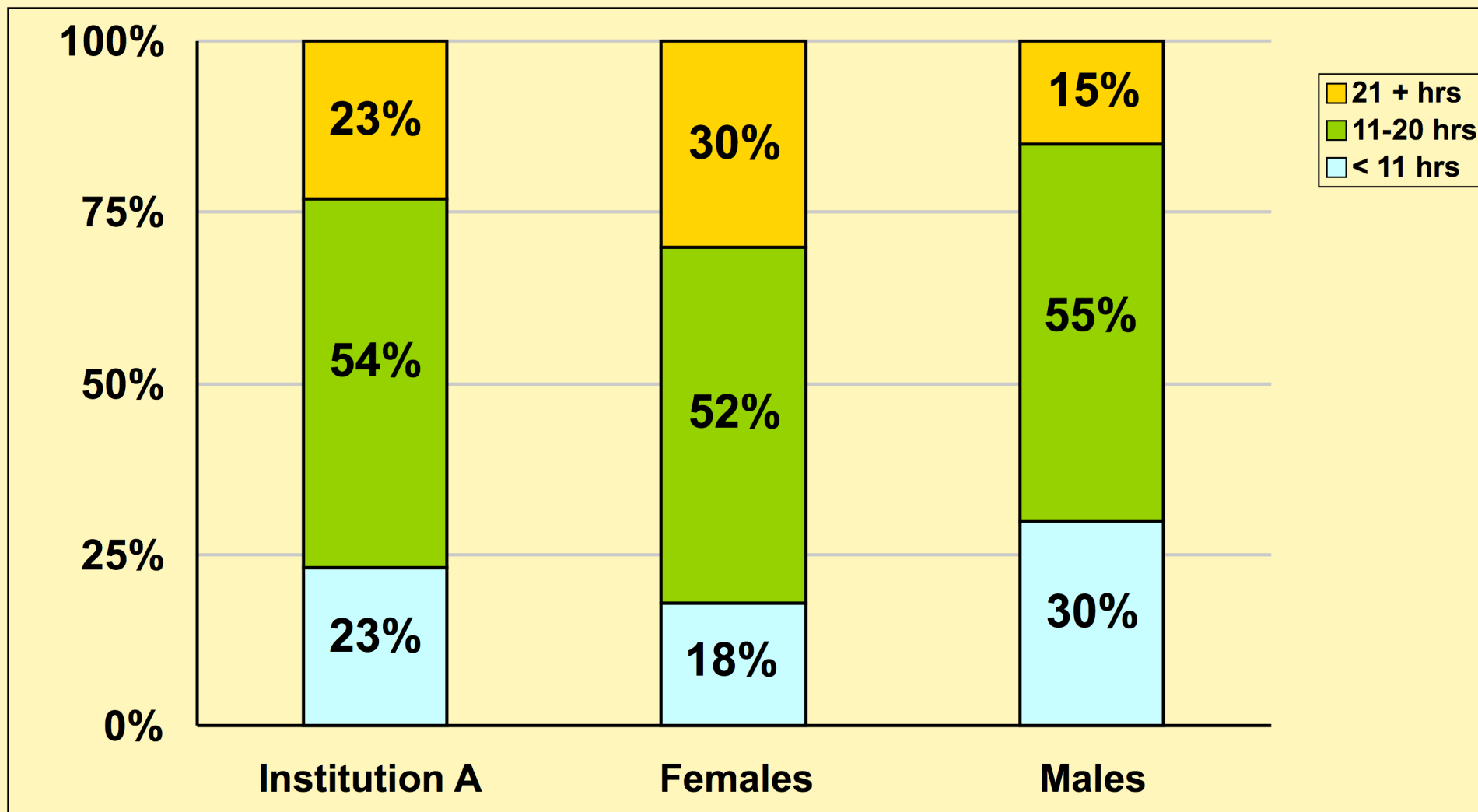
- What do we know about entering students expectations about studying?
- BCSSE asks of entering college students:

“During the coming school year, about how many hours do you think you will spend in a typical 7-day week preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?”
- Does this differ by gender?



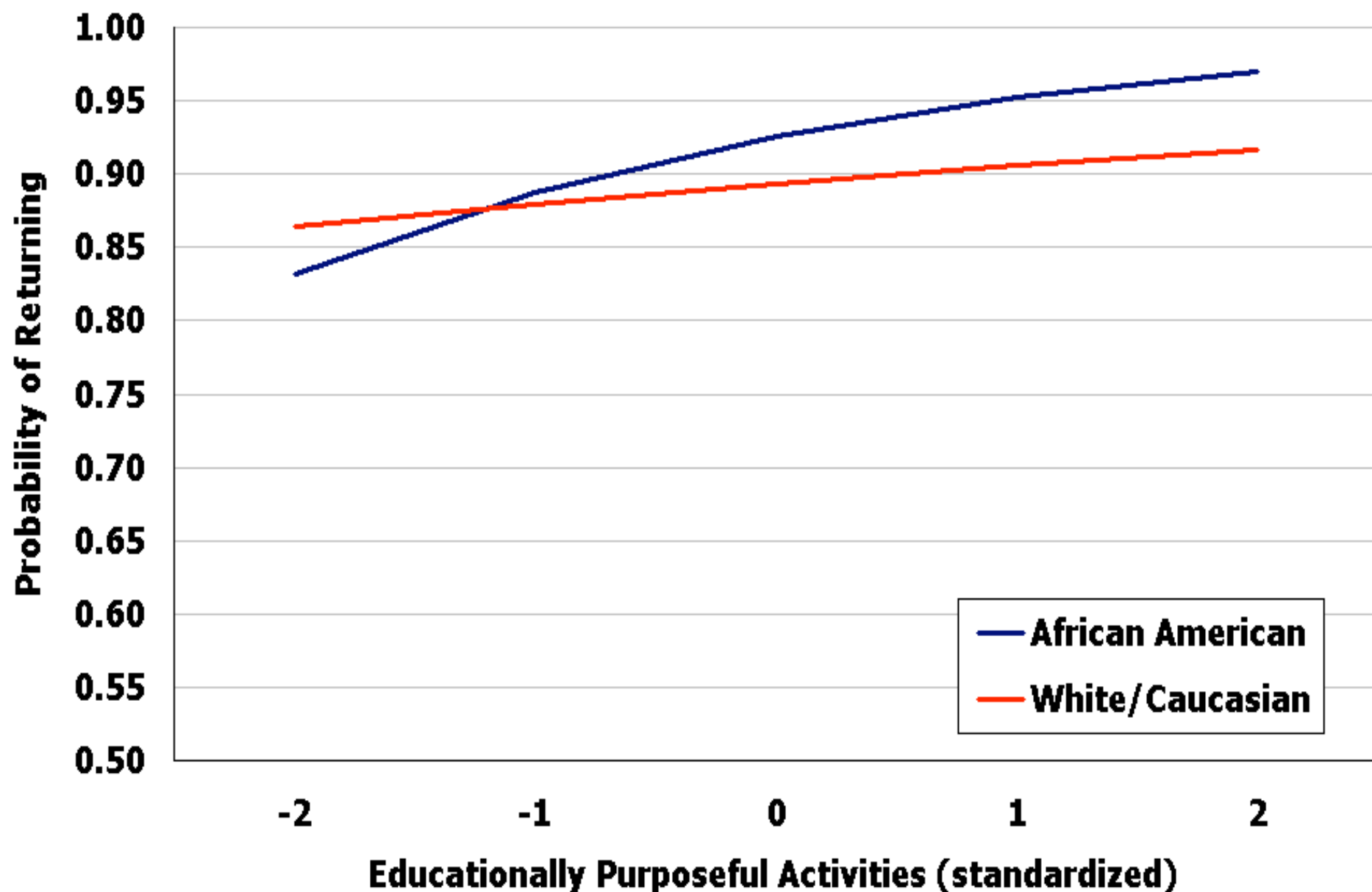
BCSSE - Time Spent Studying per Week at Institution A, by Gender

Entering Students



Are Those Who ... Also ...?

Impact of Educationally Purposeful Activities on the Probability of Returning for the Second Year of College by Race





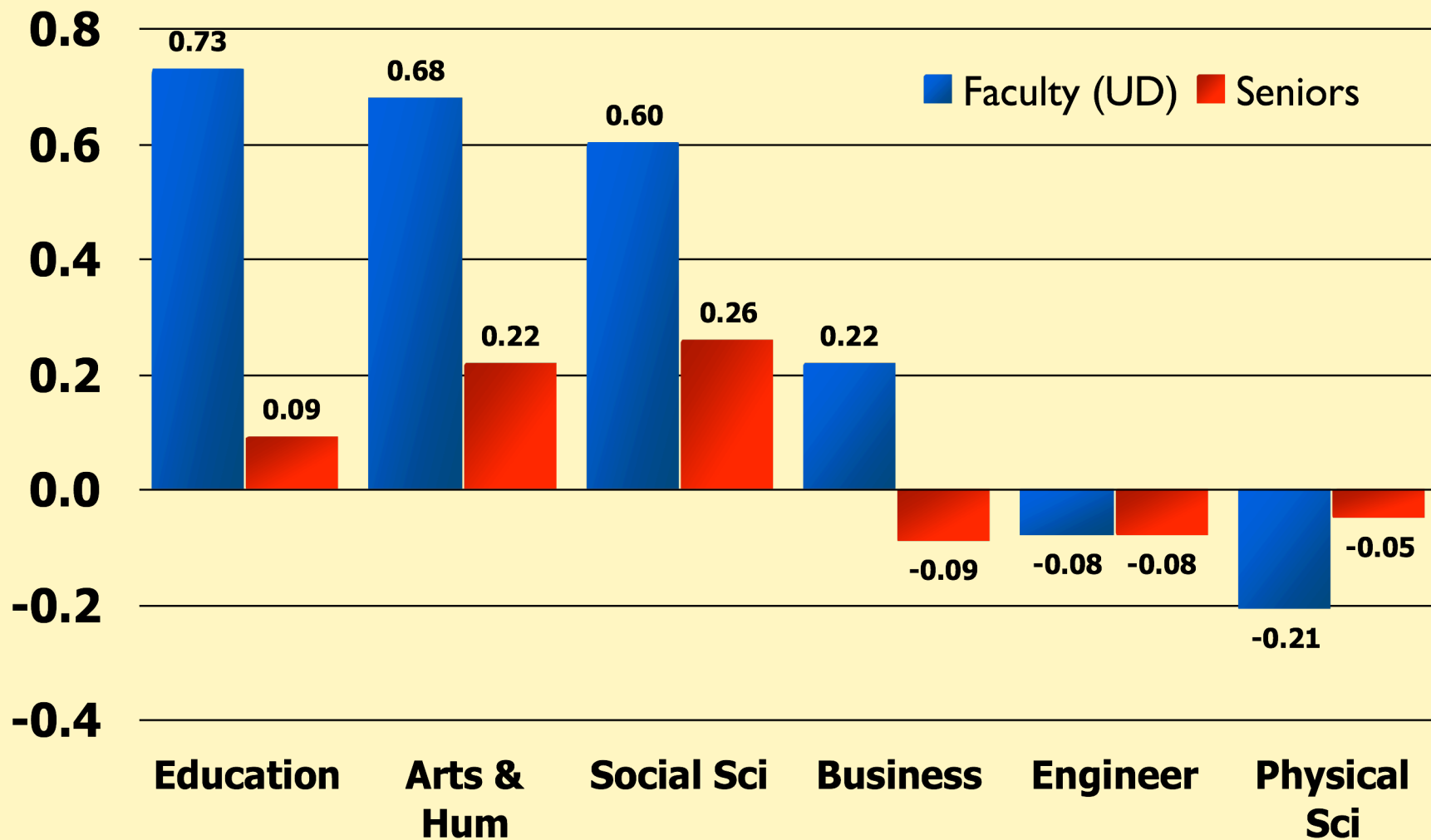
Predictors of Faculty Emphasis on Deep Learning

- Years teaching (-)
- Course load (+)
- Time on research (+)
- Importance of UG Research (++)
- Controlling for gender, race, employment status, disciplinary area,...

**Don't We Have Data from ...
on That Too?**



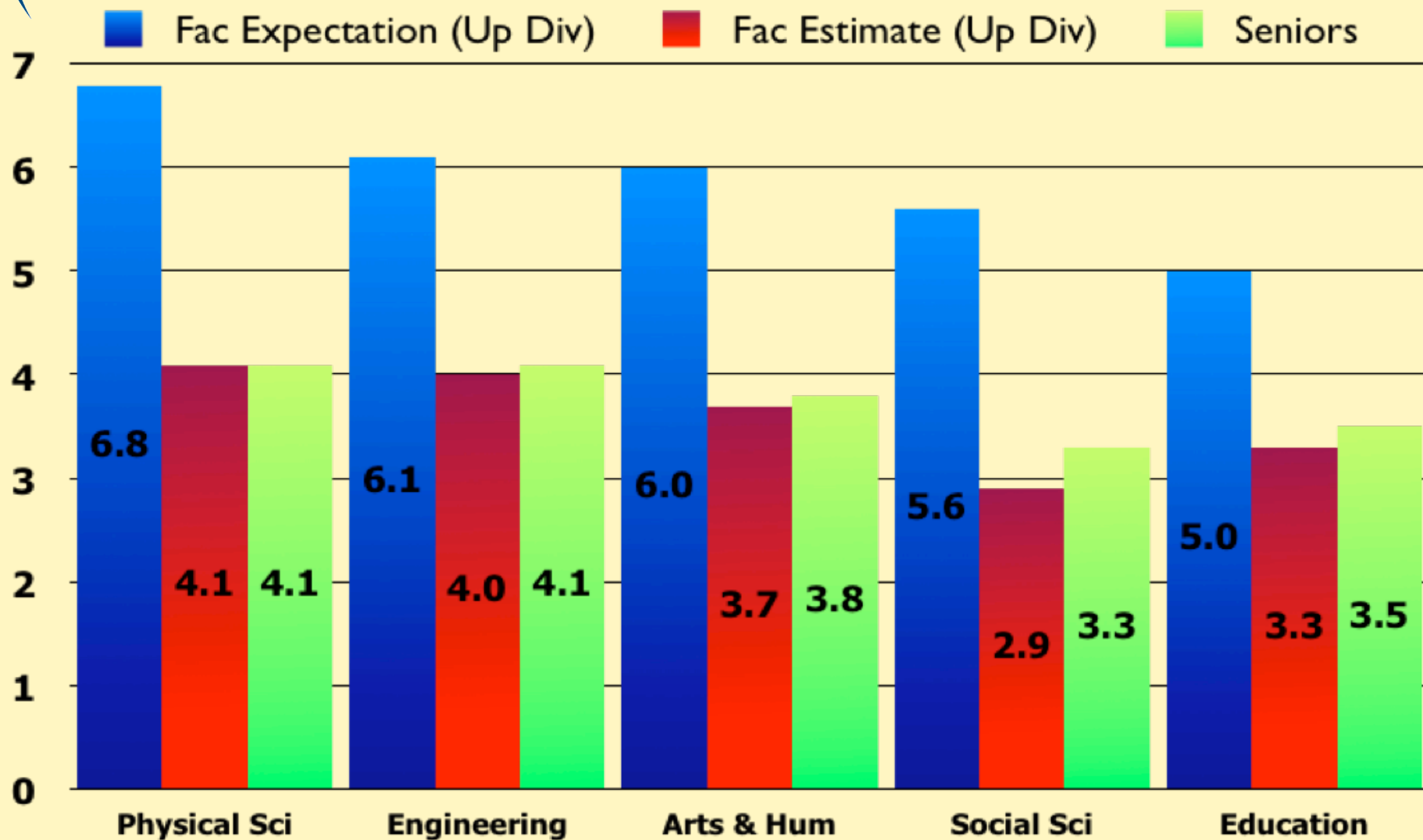
Deep Learning Differences by Disciplinary Area



Standardized mean differences between indicated disciplinary area and the biological sciences

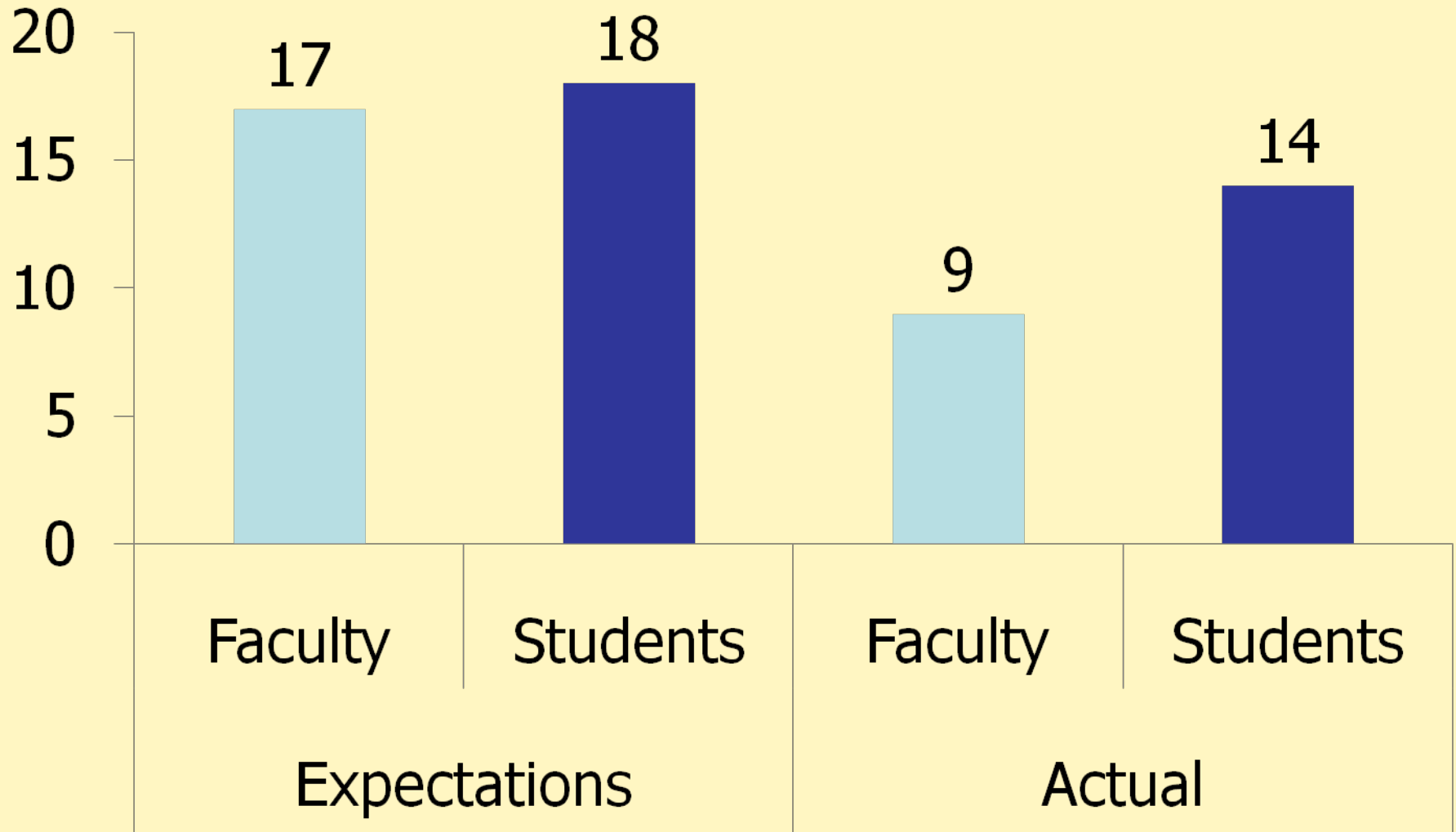


Avg Hours Spent Preparing For Class



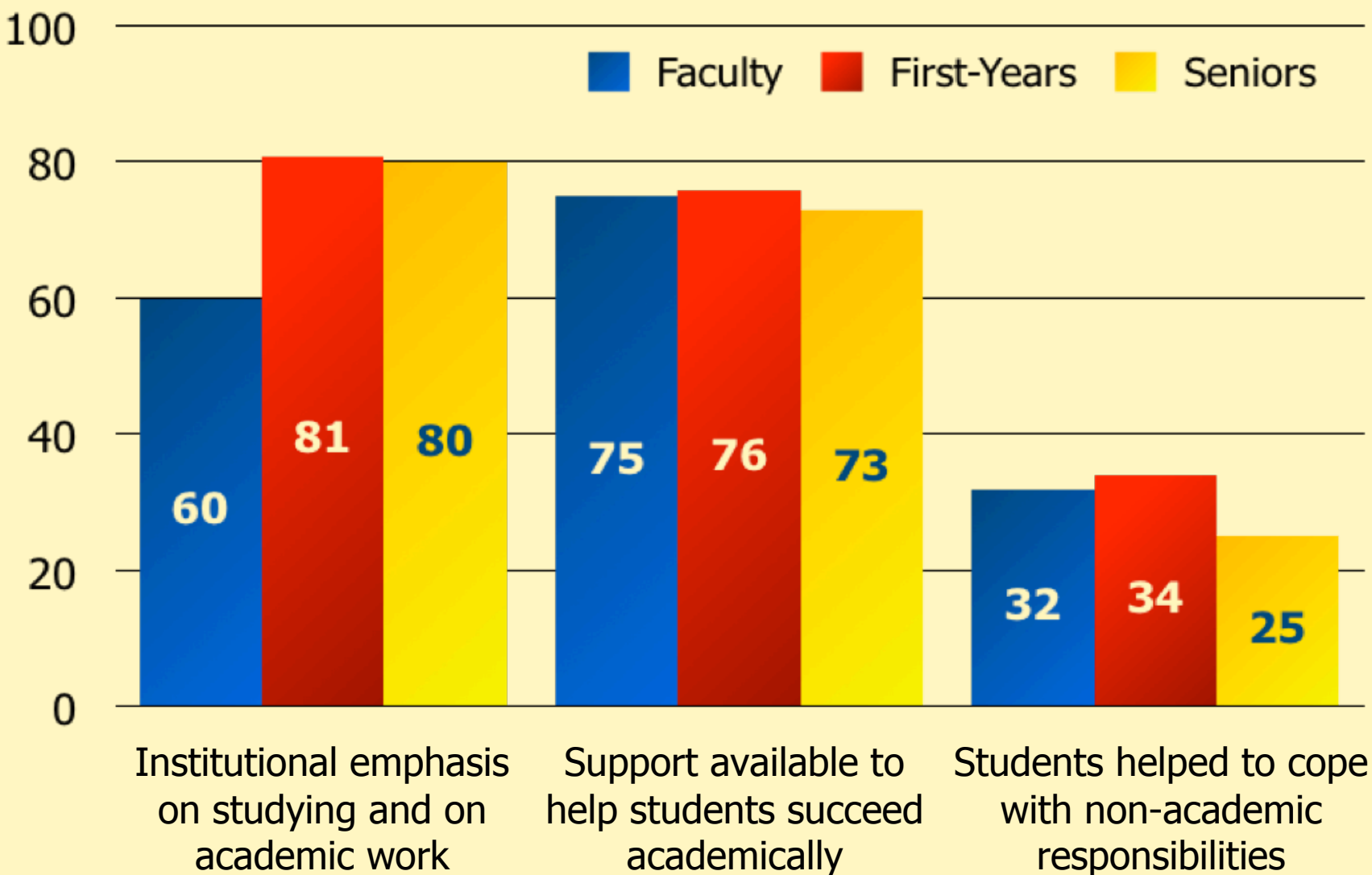


Hours Preparing for Class





Percentage with Positive Perceptions



Involving Faculty



Involve Faculty in Assessment

- Collecting data from faculty
 - FSSE
 - CLASSE
- Involving faculty in data analysis
- Tailoring assessment findings for faculty
- Getting faculty involved in their own assessment
- Creating professional development opportunities based on assessments



What is CLASSE?

- A two-part survey instrument that enables one to compare:
 - **Importance faculty** place on engagement practices in a designated class with
 - **Frequency students** report doing these practices for class



CLASSE_{Student} / **CLASSE**_{Faculty}

Part I: Engagement Activities (n=19)

Part II: Cognitive Skills (n=5)

Part III: Other Educational Practices (n=10)

Part IV: Class Atmosphere Impressions (n=4)

Part V: Optional Course-specific Items (n=8)

Part VI: Demographic Items (n=3)



CLASSE^{Student}

Classroom Survey of Student Engagement*

This survey includes items that ask about your participation in Psych 1300 and about educational practices that occur in this class. Your honest and straightforward responses to these questions will help us identify targets for improvements and enable us to provide an even higher quality academic experience.

Part I: Engagement Activities Student

Student Ratings

Faculty Ratings

So far this semester, how often have you done each of the following in your Psych 1300 class?

Never	1 or 2 times	3 to 5 times	More than 5 times
▼	▼	▼	▼

1. Asked questions during your Psych 1300 class

16% 51% 25% 8%

Important

2. Contributed to a class discussion that occurred during your Psych 1300 class

9% 28% 44% 19%

Very Important

3. Prepared two or more drafts of a paper or assignment in your Psych 1300 class before turning it in

74% 16% 7% 3%

Somewhat Important

4. Worked on a paper or a project in your Psych 1300 class that required integrating ideas or information from various sources

10% 68% 16% 6%

Important



Involve Faculty in Assessment

- Collecting data from faculty
 - FSSE
 - CLASSE
- Involving faculty in data analysis
- Tailoring assessment findings for faculty
- Getting faculty involved in their own assessment
- Creating professional development opportunities based on assessments



Activity 1--Brainstorming

- How are or how can you be involved in bringing assessment results to faculty?



Take 15



Activity 2--Group Tasks

- 4 groups
- Handouts
- Materials
- Work together and with the facilitators to accomplish your task (~45 minutes)
- Each group will give a brief (5-7 minute) presentation of their work

Presentations

Discussion



For more information...

- Email: tflaird@indiana.edu
toachamb@indiana.edu
jkinzie@indiana.edu
- Web sites: www.nsse.iub.edu
www.fsse.iub.edu
www.bcsse.iub.edu